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ABSTRACT

This module is one in a series of thirteen specifically designed to help vocational educators develop the skills needed to function as resource persons to learners enrolled in field-centered comptency-based teacher preparation programs. (These learners are persons with appropriate occupational experience and competence who are being prepared as teachers on an inservice basis.) The objective of this module is to help attain skill in developing the ability of others to set up and operate a video system in order to use videofeedback to conduct self-evaluation and modify teaching behavior as needed. Contents include four learning experiences based on four enabling objectives. A list of outside resources which supplement those contained within the module is presented. Each learning experience contains some or all of the following materials: enabling objective: learning activity (activities), including information sheets, case studies, and self-checks with model answer (as feedback): and optional activity (activities). (YLB)

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ED192061

# INSTRUCT OTHERS TO SET—UP AND OPERATE A VIDEO SYSTEM

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## FORWARD

This module is one in a series specifically designed to help vocational educators develop the skills needed to function as Resource Persons to learners enrolled in field-centered competency-based teacher preparation programs. Experience has shown that certain of the modules are also useful in preparing prospective vocational supervisors and administrators since the skills upon which they focus are needed by all persons in vocational leadership positions.

Module content is based on current educational theory as such relates to the experiences of Resource Persons who have been serving on the staff of Program VITAL. The program was made operational at Temple University in the fall of 1973 and, therefore, the staff's experience base is quite broad.

Module format is as described in the *Module Development Handbook* (Quinn, et. al., 1977) which was developed at the National Center for Research In Vocational Education, The Ohio State University. This format was prescribed to be followed for modules centering on the professional development of vocational educators.

This effort was sponsored by the Pennsylvania Department of Education and appreciation is expressed to Dr. John Struck, Mr. Kenneth Swatt, and Dr. Carroll Curtis who, from their positions in the Department, obtained support for the effort. Appreciation is expressed to the many vocational educators who were involved in establishing the research base for the modules, writing the modules, or testing them.



Richard A. Adamsky
Project Director

## INTRODUCTION

Research in the area of microteaching (Allen and Ryan, 1969) and videofeedback (Cotrell, et al., 1969) makes it quite clear that the development of teaching skills is significantly affected by learners having the opportunity to observe themselves perform in the teaching role. Based on this fact, competency-based teacher education (CBTE) programs make extensive use of video tape equipment to facilitate personal observation.

Since CBTE programs center on specific teaching skills, and the criteria and standards for appropriate performance are made public, personal observation via videofeedback allows learners to view their own performance and compare it to the stated criteria and standards. Stated differently, they are able to conduct self-evaluation and modify their teaching behavior as needed.

Logic dictates that teachers who have learned to routinely perform self-evaluation during their teacher preparation program will have a natural tendency to perform self-evaluation throughout their teaching careers. In effect, they will internalize such a need and become self-actualized learners.

Since CBTE programs make extensive use of video equipment and learners can be expected to have a need to use such equipment during their preparation program and throughout their teaching careers, an essential aspect of a Resource Person's job is to develop the ability of others to set-up and operate a video system. This module is designed to help you develop this skill.

ABOUT THIS MODULE

Objectives:

Terminal Objective: In an actual program situation, instruct others to set-up and operate a video system. Your performance will be assessed by your Resource Person, using the Resource Person Performance Assessment Form, pp. 57-58.

(Learning Experience V)

Enabling Objectives:

1. After completing the required reading, demonstrate knowledge of the rationale for and proper use of videofeedback in CBTE. (Learning Experience I).
2. After completing the required reading, demonstrate knowledge of the video system (Learning Experience II).
3. After completing the required reading, demonstrate your ability to plan a demonstration on the set-up and operation of a video system (Learning Experience III).
4. In a simulated situation, instruct others to set-up and operate a video system (Learning Experience IV).

Prerequisites:

To complete this module, you must be an identified master teacher. If you do not already have this competency, meet with your Resource Person to determine what method you will use to gain this skill.

Resources:

A list of outside resources, which supplement those contained within the module follows. Check with your Resource Person to determine the availability and the location of these resources. Your Resource Person may also be contacted if you have any difficulty with directions, or in assessing your progress at any time.

LEARNING EXPERIENCE I

(Optional)

1. Performanced-Based Teacher Education Module C-27 - Present Information with Televised and Videotaped Materials.

LEARNING EXPERIENCE II

(Optional)

1. A Resource Person having experience with the video system.
2. A video system for use in practicing video system set-up and operation.
3. Performanced-Based Teacher Education Module C-27 - Present Information with Televised and Videotaped Materials.

LEARNING EXPERIENCE III

(Optional)

1. A Resource Person experienced in planning a demonstration in video system set-up and operation.
2. Performance-Based Teacher Education Module C-16 - Demonstrate a Manipulative Skill.

LEARNING EXPERIENCE IV

(Required)

1. An actual situation in which you can instruct others to set-up and operate a video system.
2. A Resource Person to assess your performance in instructing others to set up and operate a video system.

## LEARNING EXPERIENCE I

Enabling Objective

After completing the required reading, demonstrate knowledge of the rationale for and proper use of videofeedback in CBTE.

Activity

You will be reading the information sheet, Video Feedback, pp. 7-11.

Activity

You will be demonstrating your knowledge of the rationale for and proper use of videofeedback in CBTE by completing the Self-Check, pp. 12-13.

Feedback

You will be evaluating your competency by comparing your completed Self-Check with the Model Answer, pp. 14-15.

Optional Activity

You may wish to review Performance-Based Teacher Education Module C-27 - Present Information with Televised and Videotaped Materials.

Activity For information concerning videofeedback and CBTE, read the following information sheet.

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## VIDEOFEEDBACK

The modules used in CBTE programs state the criteria and standards associated with the appropriate performance of each skill addressed. Certain modules center on skills which result in a teacher developed written product, such as a lesson or unit plan, while others center on skills requiring interaction between teacher and students with no written product produced, for example, introducing a lesson or demonstrating a concept or principle. The former teaching skills are referred to as product-type skills and the latter as process-type skills.

Process-type skills are developed more easily when the learner has the opportunity to observe personal performance and assess that performance using the stated criteria and standards. For this reason, videotape equipment is extensively used in CBTE programs and Resource Persons must instruct learners to appropriately use such equipment. However, prior to such instruction, learners must understand the principles behind videofeedback.

### The Principles Involved

An essential aspect of a CBTE program is to have each learner accept total responsibility for personal professional development. In effect, learners must come to internalize the need to develop to their fullest professional potential, and not to depend on extrinsic rewards. Such persons are considered to be self-actualized, and logic suggests that such persons

will continue to strive toward teaching excellence long after they have completed their formal professional preparation.

A learner needs help to accept total responsibility for personal professional development. Education has traditionally been offered in such a way that learners have become dependent on cues from teachers to determine if they are making appropriate progress. Such extrinsic cues (rewards) cease to be provided when the learner exits this type program and unfortunately, learners often cease to learn since they have become dependent on extrinsic rewards to prompt learning.

Resource Persons can greatly assist learners in becoming self-dependent by insisting that they examine their professional behavior and determine for themselves how it might be improved. Having stated criteria and standards for teaching performance in the modules allows Resource Persons to avoid the natural tendency to tell learners how to improve professional performance. Using video tapes of a learner's performance, in conjunction with the criteria and standards associated with that performance, allows the learner to reach rather valid decisions about personal performance. The task of the Resource Person, therefore, is to help learners focus on their professional performance considering the associated criteria and standards. The Resource Person also helps them develop appropriate strategies to improve personal professional performance and help the learner fulfill the intent of such strategies.

## The Cosmetic Effect

Initially, learners are unable to view personal professional videotaped performances objectively. Usually, their attention is drawn to their own personal appearance and mannerisms rather than their professional behavior. This is known as the cosmetic effect and Resource Persons must

help learners overcome this phenomenon. Experience has shown that the following steps can be taken to help learners in this area:

1. Provide learners with the opportunity to video tape themselves performing "fun" activities. For instance, role playing a favorite comedian or singer.
2. Keeping all initial video taping sessions to a maximum of five minutes.
3. Suggesting that learners not allow others to view their videotaped performance unless they are completely satisfied with it. Erase tapes of less than satisfactory results.
4. Avoiding any reference to unfavorable aspects of the learner's performance during the first few taping sessions.
5. Encourage learners to view their teaching performance objectively, seeking second party input only when personal performance is considered to meet the stated criteria and standards.

Experience has also shown that the amount of time needed for a learner to overcome the cosmetic effect is highly related to the learner's age; older learners appear to need more time. Resource Persons must keep this in mind and be patient. However, they must also keep in mind that the only way the cosmetic effect is overcome is through practice, using videotaped feedback. Therefore, they must provide all learners with ample opportunities to videotape personal performance.

## Microteaching

An ideal way to provide ample practice in the use of video equipment, which leads naturally to overcoming the cosmetic effect, is microteaching. In fact, microteaching is an integral aspect of a CBTE program.

The concept of microteaching was made functional by Allen and Ryan (1969) and found to contribute significantly to the development or improvement of teaching skills. In effect,the learner teaches a mini-lesson using a specific teaching skill. Feedback (personal or second party) is then provided and the mini-lesson is retaught, if necessary. Since the lesson centers on a specific teaching skill and is of short duration followed by feedback, learners have been found to more effectively develop component teaching skills.

In a CBTE program, the concept of microteaching is employed in two ways. For one, learners are encouraged to practice teaching skills with peers prior to attempting to use the skills in an actual classroom situation. Such microteaching sessions are easily arranged and can take place in a local school or university classroom situation. However, the concept is also employed in the final learning experience of modules centering on process-type teaching skills. Here, learners videotape themselves as they perform in actual classroom situations and, after assessing personal performance, can seek feedback from Resource Persons.

Summary

Resource Persons must avoid the natural tendency to tell learners what is "good and bad" about their professional performance. Rather, they should help learners to use their video-taped performance, in conjunction with the module's stated criteria and standards, to arrive at such decisions. In effect, Resource Persons function as helpers to learners, providing help in a non-evaluative mode. Learners can come to accept total responsibility for professional development if provided with appropriate help. The task of the Resource Person is to provide such help.

Experience has shown that learners cannot profit from observing videotaped performance until they have overcome the cosmetic effect, and Resource Persons must take steps to assist learners in this area. Also, Resource Persons must assit learners to engage in frequent microteaching sessions.

Activity The following items check your comprehension of the material in the information sheet, Videofeedback, pp. 7-11. The items require short essay-type responses. Please respond fully, but briefly.

---

SELF-CHECK

1. Discuss the rationale for use of videotape equipment in CBTE programs.

2. What is meant by the "Cosmetic Effect" and how can a Resource Person help a learner overcome this effect?

3. Why is self-evaluation stressed in a CBTE program?

4. What contribution does microteaching make to a CBTE program?

Feedback

Compare your written response on the Self-Check with the Model Answer given below. Your response need not exactly duplicate the model response, however, you should have covered the same major points.

---

MODEL ANSWER

1. In CBTE programs, learners must address themselves to specific skills requiring an interaction between teacher and student. These are referred to as process-type performances. Process-type skills have been found to be more easily developed when the learner has the opportunity to observe his/her personal performance, assessing the performance using the stated criteria and standards. Video equipment provides the means by which the learner can record and observe his/her performance.

2. The "cosmetic effect" is a person's self-conscious reaction to viewing themselves on tape for the first time. It is characterized by a preoccupation with one's physical attributes and mannerisms, rather than one's professional know how. Perceptive Resource Persons can help intern teachers overcome this phenomenon by:

   a. providing learners with the opportunity to video tape themselves performing "fun" activities.

   b. limiting initial taping sessions to five minutes.

   c. avoiding any reference to unfavorable aspects of the learner's performance during these first few taping sessions.

   d. encouraging learners to view their taped performances objectively.

e. suggesting that learners not allow others to view their performance unless they are completely satisfied with it.

3. Self evaluation is stressed in CBTE programs because it eliminates the extrinsic rewards. These extrinsic rewards (cues) from teachers have caused learners to become dependent upon them in order to assess their performance. When they are no longer provided, many learners cease to learn. CBTE programs require that each learner accept total responsibility for personal professional development and not depend on extrinsic rewards. The stated criteria and standards of CBTE, and the use of videotaping, allows a learner to evaluate teaching performance, assessing it against the stated criteria and standards associated with the performance. This allows the learners to reach valid decisions about their performances. Such persons become self-actualized learners continuing to strive for teaching excellence throughout their careers.

4. Microteaching provides an ideal situation for the learner to gain the needed practice in the use of the video equipment, which is necessary to overcome the "cosmetic effect."

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the Model Answers. If you missed some points or have questions about additional points you made, review the material in the information sheet, Videofeedback, pp. 7-11, or check with your Resource Person.

## LEARNING EXPERIENCE II

| | | |
|---|---|---|
| Enabling Objective | | After completing the required readings, demonstrate knowledge of the video system. |
| Activity | | You will be reading the information sheet, The Video System, pp. 17-37. |
| Optional Activity | | You may wish to interview an experienced Resource Person concerning the video system. |
| Activity | | You will be demonstrating knowledge of the video system by completing the Self-Check, pp. 38-39. |
| Feedback | | You will be evaluating your competency by comparing your completed Self-Check with the Model Answer, pp. 40-41. |
| Optional Activity | | You may wish to review Performance-Based Teacher Education Module C-27 - Present Information with Televised and Videotaped Materials. |
| Optional Activity | | You may wish to have your Resource Person provide a video system for use in practicing video system set-up and operation. |

Activity For information regarding the video system, read the following information sheet.

---

## THE VIDEO SYSTEM

Knowledge of the various components and accessories comprising a complete video system is a logical prerequisite to the successful set-up and operation of such a system.

A complete video system consists of a recorder, a camera, a microphone, a monitor, a tripod, and several interconnecting cables. In addition, the system makes use of magnetic tape on which both sound and picture are recorded.

Video systems are manufactured by several companies and, therefore, there are differences among systems. It follows that Resource Persons must learn how each system differs in order to instruct others to set-up and operate them. However, each system consists of components which serve the same function. Following, the relationship between system component and function is discussed.

### The V.T.R. (Video Tape Recorder)

Central to a video system is the VTR. It contains most system controls and is, by far, the most expensive component in the system. All other components are integrated at the VTR, permitting fully automatic recording and playback of both picture and sound. All signals are either received or sent to other components by the VTR. A take-up reel is also provided as a part of the VTR.

The Monitor

Connected to the VTR is the video monitor. The monitor serves two functions. In the case of recording, the monitor can be used to determine the visual image being transmitted to the VTR. In the case of playback, the monitor is used to provide the user with the visual and audio images recorded on the video tape.

The Video Camera

Also connected to the VTR is the video camera. The camera, accompanied by a screw on lens, records a visual image and transmits that to the VTR where it is recorded on video tape. Naturally, there is an electrical cord connecting the camera to the VTR and a tripod upon which to mount the camera.

The Microphone

Also connected to the VTR is a microphone. The microphone is connected by a built-in electrical cord, and it transmits an audio image which is recorded on the video tape at the same time as is the visual image being transmitted from the video camera.

The Accessories

The Tripod is the stand upon which the camera is mounted. Its numerous adjustments allow a variety of vertical and horizontal camera positions.

The Eight-Prong Monitor Connecting Cord provides a direct line for signals between the VTR and the monitor.

The 75 Ohm Coaxial Cable provides a direct line from the VTR to the monitor. This cable transmits taped video signals from the VTR to the monitor.

The AC Power Cord provides a direct line from the VTR to an AC outlet.

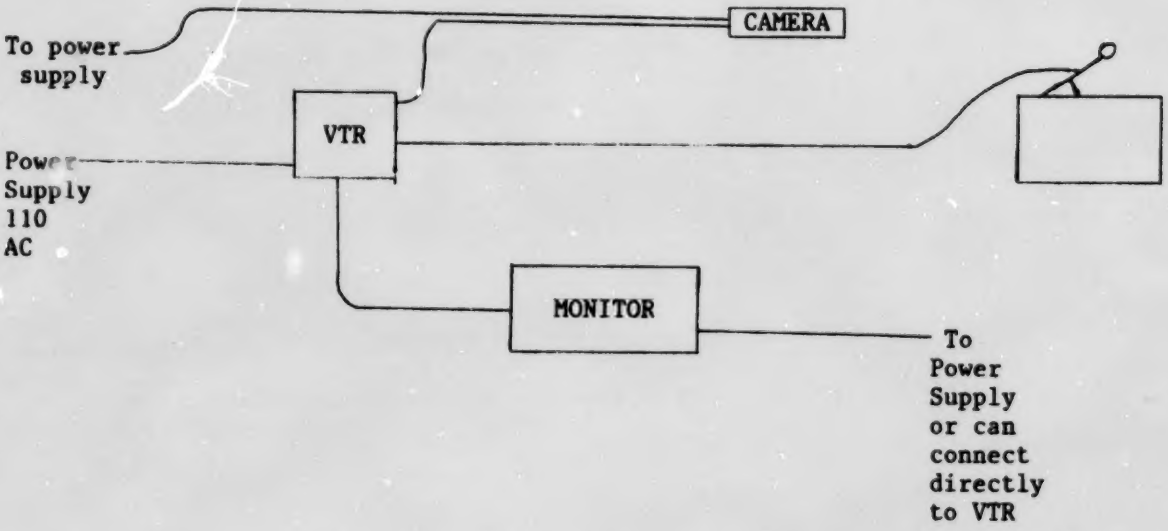
The Coaxial Camera Cable provides a direct line for the transmission of video signals from the camera to the VTR.

## The Power

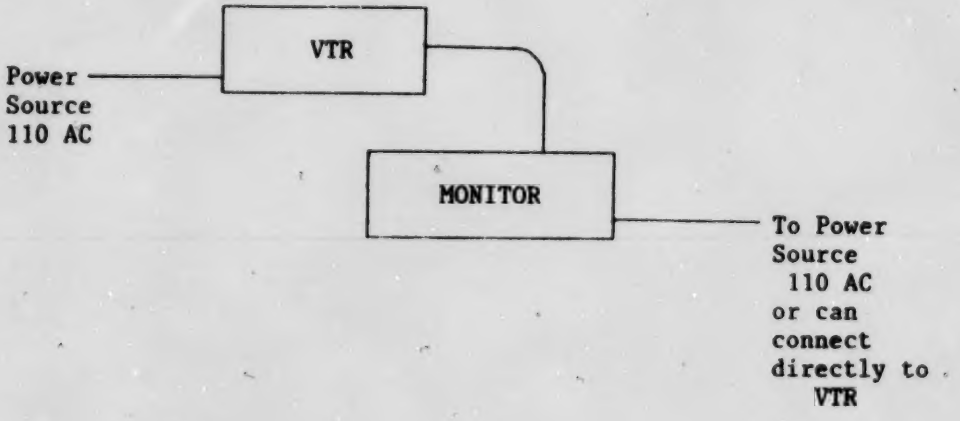
As previously stated, all system components are connected to the VTR with cords of one or another description. Not mentioned, however, is the fact that a video system depends on an outside source of 110 AC volts of power. The source is most often a wall outlet. Since the power cord is a 3 wire grounded cord with one end attached to the VTR and the other to a wall outlet, it may be necessary to have a 3 prong adaptor handy when using a video system. In many schools, outlets are only available for 2 prong connectors.

The System

Below is a schematic representation of a video system being used for recording:




Below is a schematic representation of a video system being used for playback:



## A Caution

Since each system component consists of numerous electro-mechanical parts, each is very sensitive to rough handling and foreign material such as dust and oil. For this reason, users must be careful to see that all system components are gently handled when in use, and appropriately stored when not. Since the systems of manufacturers differ, Resource Persons should have a System's Operators Manual and follow the special instructions provided.

## Set Up and Operation

The correct set-up and operation of a video system are two very important tasks for Resource Person and learner alike. There are specific fundamental procedures which must be followed in order to perform these tasks safely and efficiently. Let us first deal with safety in video system set-up and operation.

Safety first! In order to spare an individual a hair-raising experience or the anguish and pain a fire can bring, there are basic precautions which must be followed when working with a video system. Power should never be supplied to any video component until all components have been completely hooked up. Of course, before supplying power, all cords and outlets should be checked for obvious hazards. The correct removal of plugs from outlets or from video components, can often times help prolong the life of the video system, as well as avoid possible hazardous situations. Maintenance of the system should never be attempted while power is being supplied. Always discontinue power to each component, prior to breaking down the unit.

The cumbersome size of many systems can also pose dangers to handlers. Strains, sprains, broken and bruised extremities may be the result of improper handling. Proceed with common sense and care.

Video system set-up initially begins with the identification of all components and accessories. A preliminary check, well in advance of a planned taping session, may save valuable time and effort.

Since the video system is used by various persons in different shop areas, dust and dirt will collect rapidly. Routine cleaning, prior to and immediately after use, is suggested for all components. The audio and video-heads on the VTR are very delicate mechanisms. The tiniest bit of dust may interfere with quality taping. Proper cleaning procedures can be found in the Operating Instructions Manual or on the inside cover of the unit.

Cable connections between the VTR and all other components (monitor, camera, microphone) must be made according to manufacturer's specifications. Detailed schematics of the proper connections can be found in the Operating Instructions Manual. All automatic component controls should be set before each component is properly connected to a power source. Information regarding these can also be found in the appropriate manual.

Proper threading of the VTR is necessary for success in taping. A threading diagram can be found in the VTR manual or usually on the inside cover of the VTR.

Careful consideration of these video system set-up procedures will provide success and satisfaction when taping, as well as longevity to the video system.

Once the video system is properly set up, the user is well advised to consider certain essentials in system operation.

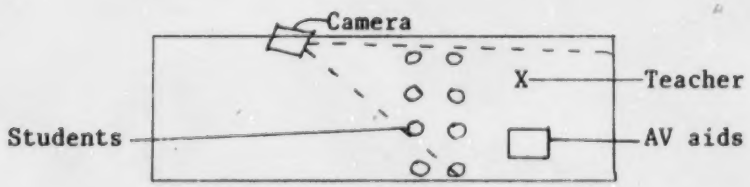
Arranging the physical setting is a suggested preliminary step to the actual operation of the video system. Controlling ventilation, noise, and

light levels; and the positioning of students, appropriate teaching aids, and video equipment are all valuable considerations which contribute to the quality of a taped performance.

Positioning of the camera is a prime factor to consider when taping. It will be impossible to include the entire classroom or all students involved in a lesson presentation. Of course, the teacher should be the focal point of the taping session. However, as many students as possible should also fall into the picture in order to show student reaction to the lesson. Visual aids supplementing a lesson should also be clearly visible. Careful analysis of the physical setting and of the lesson to be presented should be prerequisites to taping. Once these have been considered, appropriate camera position becomes easier to identify.

Elaborate television productions, incorporating fancy taping techniques are not essential to CBTE and should be avoided. These only waste valuable time and usually manage to distract from the lesson presentation.

Following is a schematic representation of camera positioning, which has proven to be very effective.




Checking the appropriate Manufacturer's Operating Instructions Manual will provide necessary guidance in assuring that each individual component of the system is ready to record.

Correct operating procedures for recording preparation, recording, pausing, playback, audio dubbing, erasing, and fine tuning are provided in the VTR Instructions Manual.

Prior to the actual taping, it is recommended that an audio and video pre-check be conducted. This can be accomplished simply by recording a few feet of tape, checking that the desired audio and video signals are being recorded.

Attending to these very basic practices of video system operation will save time, money, and frustration for all involved, and aid in the production of meaningful video recordings.

Following is a specific VTR Operator's Manual which provides detailed instructions for video system set-up and operation.

The SONY Videocorder Model AV-3600 is a compact, portable video tape recorder that permits fully automatic recording of picture and sound.
Live-action picture and sound recording, which is accomplished through the use of the SONY video camera and microphone, is suited for education, training, home entertainment, and a wide variety of other applications.
Read this instruction manual carefully and save it for future reference.

## FEATURES

**AGC/MANUAL recording system**
Audio recording level can be controlled automatically or manually by setting of the AGC/MANUAL button.
Video recording level is controlled automatically. Follow the simple 3-step operation indicated on the top panel; the AV-3600 will take care of the rest.

**Clean and stable pictures**
High horizontal resolution assures stable, noise-free playback.

**Compact and lightweight**
The easy-to-carry Videocorder is almost the same size as ordinary audio tape recorders, and operates anywhere that 120 V, 60 Hz power is available.

**Playback on a conventional TV screen**
With the use of the RF Unit, which is available as an optional accessory, you can play back the recorded tape through your TV set.

**Other important special features**
A still playback picture can be obtained by simply setting the Function Selector to PAUSE.
Tapes are fully interchangeable so that any tape recorded on a SONY AV-Series Videocorder can be played back on the AV-3600.
The SKEW control adjusts tape tension and the TRACKING control maintains accurate rotary head tracking when the playback picture is distorted.

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## PRECAUTIONS

Keep the Videocorder away from extreme temperatures and excessive dust and moisture.

Keep both Videocorder and video tapes away from strong magnetic fields and sources of electronic noise such as motors, generator, and voltage regulators.

Avoid subjecting the tape transport mechanism to unnecessary shock or impact. Do not press or place anything on the head drum cover.

Do not block the ventilation grille at the bottom.

The rotary video heads are precisely engineered. Do not touch the heads except for cleaning the heads or threading the tape (with motor off). Never touch the head while the head drum motor is running.

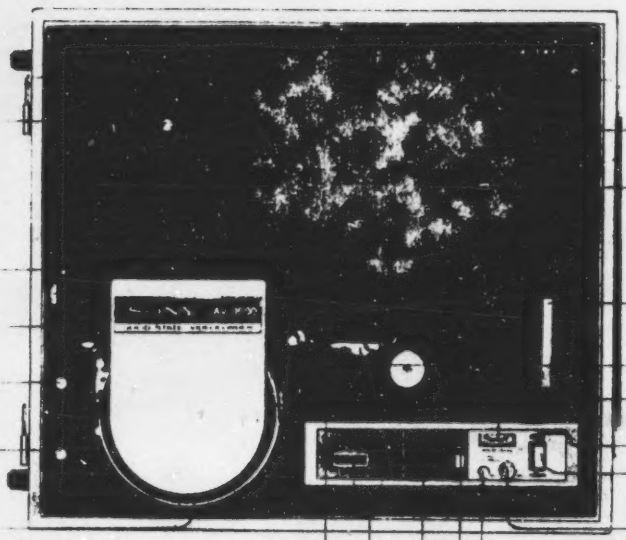
Be sure to use the same size tape reels for supplying and taking up the tape.

Use the set in a horizontal position only.

## WARNING

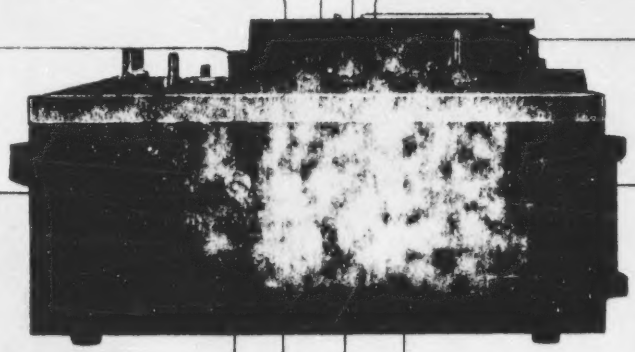
- To prevent fire or shock hazard, do not expose the set to rain or moisture.
- To avoid electrical shock, do not open the cabinet.
  Refer servicing to qualified personnel only.

## LOCATION OF CONTROLS AND CONNECTORS



Supply Reel Spindle (1)
Tension Arm (2)
Erase Head (3)
SKEW Control (4)
TRACKING Control (5)
Rotary Video Heads (6)
Audio/Control Head (7)
Tape Counter & Reset Button (8)
RECORD Button (9)

(10) Take-up Reel Spindle
(11) CAMERA/LINE TV Selector
(12) Function Selector
(13) Automatic Shut-off Switch
(14) AUDIO LEVEL Meter
(15) Pilot Lamp
(16) POWER Switch
(17) AUDIO LEVEL Control
(18) AGC/MANUAL Button
(19) AUDIO DUB Button



CAMERA Connector (20)
VIDEO IN Connector (21)
VIDEO OUT Connector (22)
RF Unit Compartment (23)
RF OUT Jack (24)
TV Connector (25)

(26) MIC IN Jack
(27) AUX IN Jack
(28) LINE OUT Jack
(29) Fuse Holder
(30) AC IN Receptacle
(31) AC OUT Receptacle

## FUNCTION OF CONTROLS AND CONNECTORS

### Top Panel Facilities

**① Supply Reel Spindle**
Place a full reel of tape on this spindle.

**② Tension Arm**
Regulates tape tension to provide an intimate contact between tape and video heads.

**③ Erase Head**
Erases previous recordings as the tape passes over this head.

**④ SKEW Control**
Controls the tape tension. Turn this knob in the playback mode only when the upper position of the playback picture is distorted.

**⑤ TRACKING Control**
Regulates the tracking of the video heads. If the playback picture is distorted due to deformation of the tape, turn the knob to achieve optimum picture stability. This knob does not function in the record mode.

**⑥ Rotary Video Heads**
Record or play back video signals.

**⑦ Audio/Control Head**
Records and plays back servo control and audio signals.

**⑧ Tape Counter & Reset Button**
The tape counter indicates the amount of tape used in either record or playback. To set the figures on the tape counter to [000], push the reset button.

**⑨ RECORD Button**
To record, press this button. The light above the button will light showing that the Videocorder is in the record mode. While holding the button down, turn the Function Selector to FORWARD. The tape will move and the recording will begin.

**⑩ Take-up Reel Spindle**
Place an empty reel on this spindle.

**⑪ CAMERA/LINE/TV Selector**
CAMERA position—To record pictures supplied by the video camera connected to the CAMERA connector.
LINE position—To record pictures supplied by the video camera, the video monitor or etc. connected to the VIDEO IN connector.
TV position—To record on-the-air TV programs.

**⑫ Function Selector**
FAST FORWARD position—advances the tape quickly.
PAUSE position—stops tape motion momentarily. The RECORD and AUDIO DUB buttons are not released in the PAUSE position.
FORWARD position—moves the tape at normal speed for record or playback mode.
STOP position—stops tape motion.
REWIND position—rewinds the tape.

**⑬ Automatic Shut-off Switch**
Automatically turns off the power when the tape runs out or breaks. If the Function Selector is set to the FORWARD or REWIND position without tape threaded, the power will be shut off automatically by this switch.

**⑭ AUDIO LEVEL Meter**
Indicates the audio recording level during manual recording and playback audio signal level in the playback mode. The meter does not function in the automatic recording mode.

**⑮ Pilot Lamp**
The lamp lights when the POWER switch is pressed, indicating that the Videocorder is on.

**⑯ POWER Switch**
Turns the Videocorder on or off.

**⑰ AUDIO LEVEL Control**
To adjust the audio recording level manually, turn this knob while watching the AUDIO LEVEL meter.
This knob has no control over the playback signal.

**⑱ AGC/MANUAL Button**
Usually set the button in the upper position for SONY AGC recording.
Push down the knob when adjusting the audio level manually.

**⑲ AUDIO DUB Button**
To add sound to prerecorded pictures during playback, press this button.

### Rear Panel Facilities

**⑳ CAMERA Connector**
To connect a SONY AVC-Series Video Camera.

**㉑ VIDEO IN Connector**
Connect a video camera or a TV set equipped with a UHF-type coaxial video output receptacle to this connector.

**㉒ VIDEO OUT Connector**
Connect a video monitor having an input impedance of 75 ohms to this connector with the use of a 75-ohm coaxial cable.

**㉓ RF Unit Compartment**
The RF Unit is inserted in this compartment. The RF Unit is supplied for viewing the playback picture through an ordinary TV set.

**㉔ RF OUT Jack**
For playback through a conventional TV receiver with the use of the RF Unit, connect the Antenna Selector supplied with the RF Unit.

**㉕ TV Connector**
Accepts any SONY Video Monitor. All video and audio interconnections to the monitor are made at this connector.

**㉖ MIC IN Jack**
To connect the microphone supplied with the SONY Video Camera Kit or any high-quality, low-impedance dynamic microphone.

**㉗ AUX IN Jack**
To connect an alternative sound source, such as a phonograph, tuner, tape recorder, or other microphone/amplifier system.

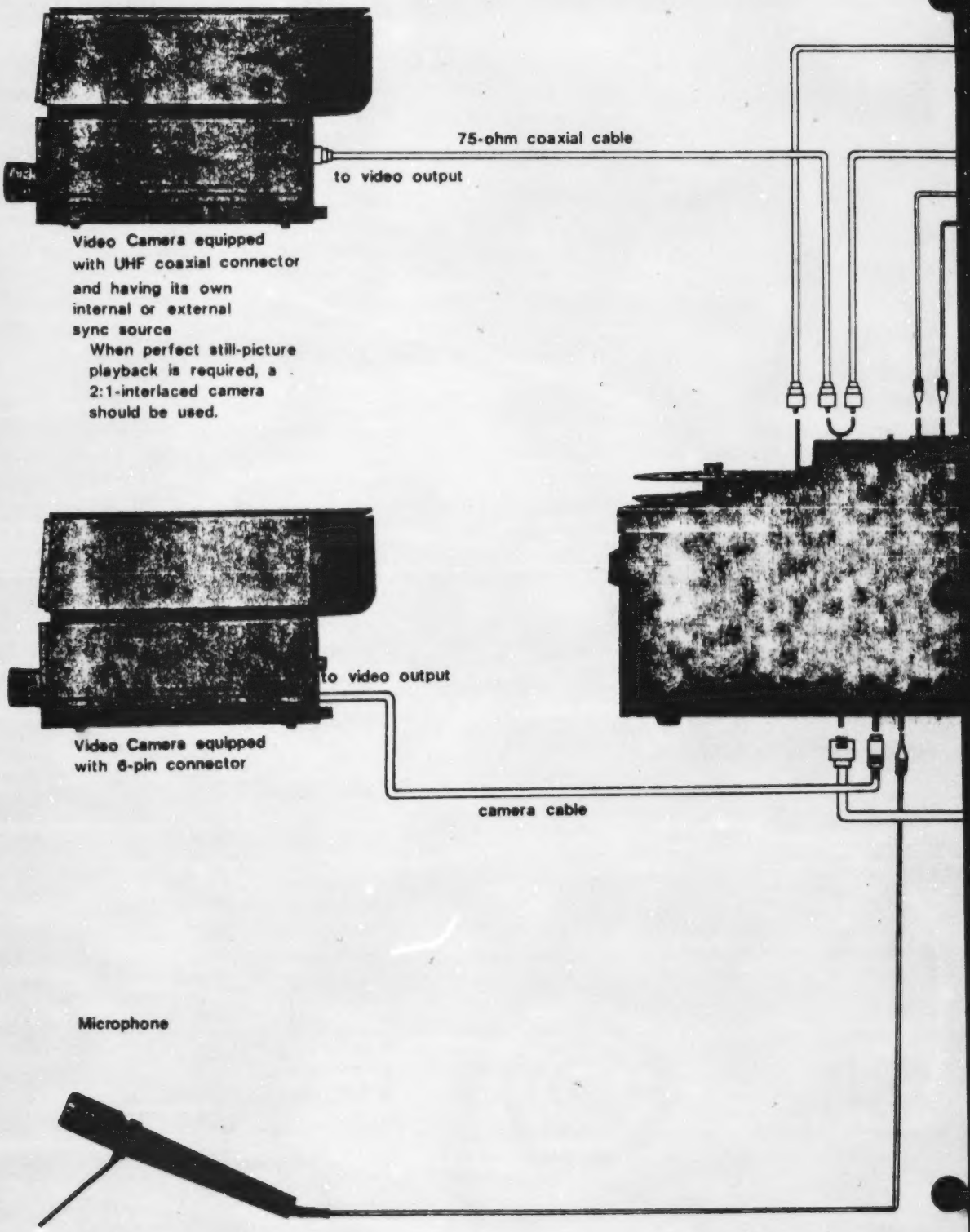
**㉘ LINE OUT Jack**
To permit audio connections to an external hi-fi system or high-impedance crystal earphone.

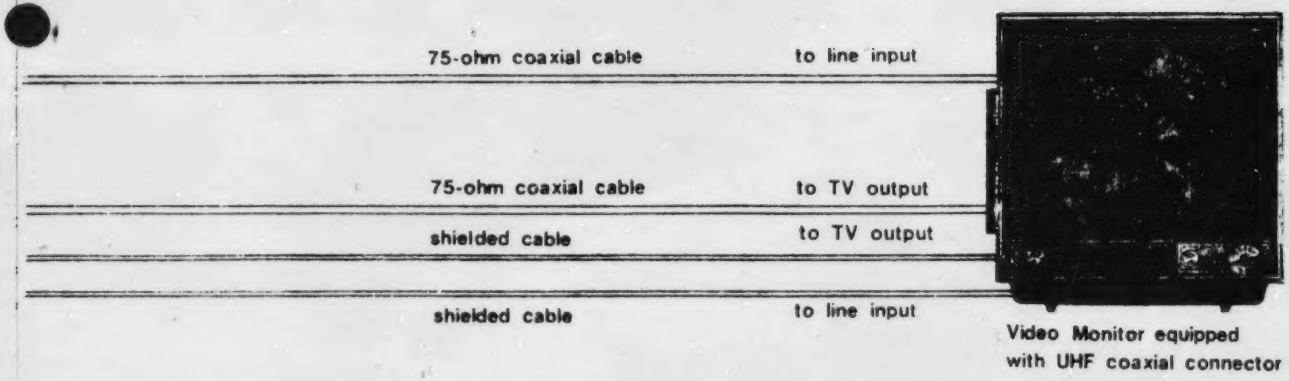
**㉙ FUSE Holder**
Accepts a 1.5-ampere cartridge fuse. Do not use a fuse with a higher rating.

**㉚ AC IN Receptacle**
To make connection to a 115–120-volt, 60-Hz ac power outlet using the ac power cord supplied with the Videocorder.

**㉛ AC OUT Receptacle**
Provides ac power to the Videocorder components such as a monitor, video camera, etc. Maximum rating of these outlets is 500 watts, total.

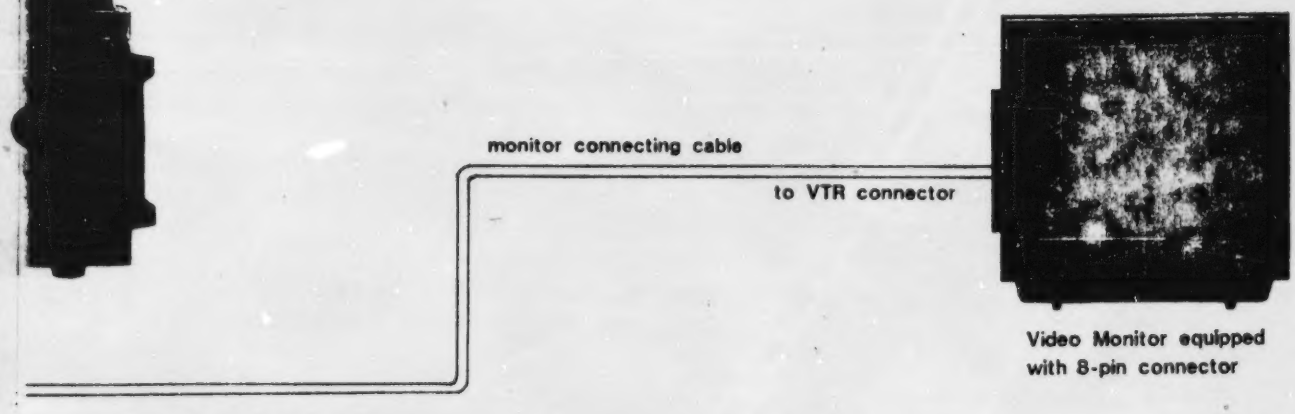
## VIDEOCORDER CONNECTIONS


75-ohm coaxial cable
to video output
Video Camera equipped with UHF coaxial connector and having its own internal or external sync source
When perfect still-picture playback is required, a 2:1-interlaced camera should be used.
to video output
Video Camera equipped with 8-pin connector
camera cable
Microphone



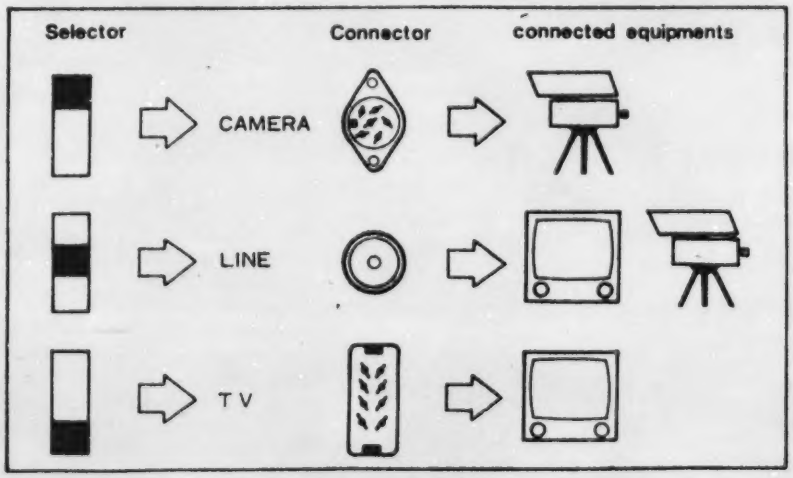

Video Monitor equipped with UHF coaxial connector

Videocorder AV-3600



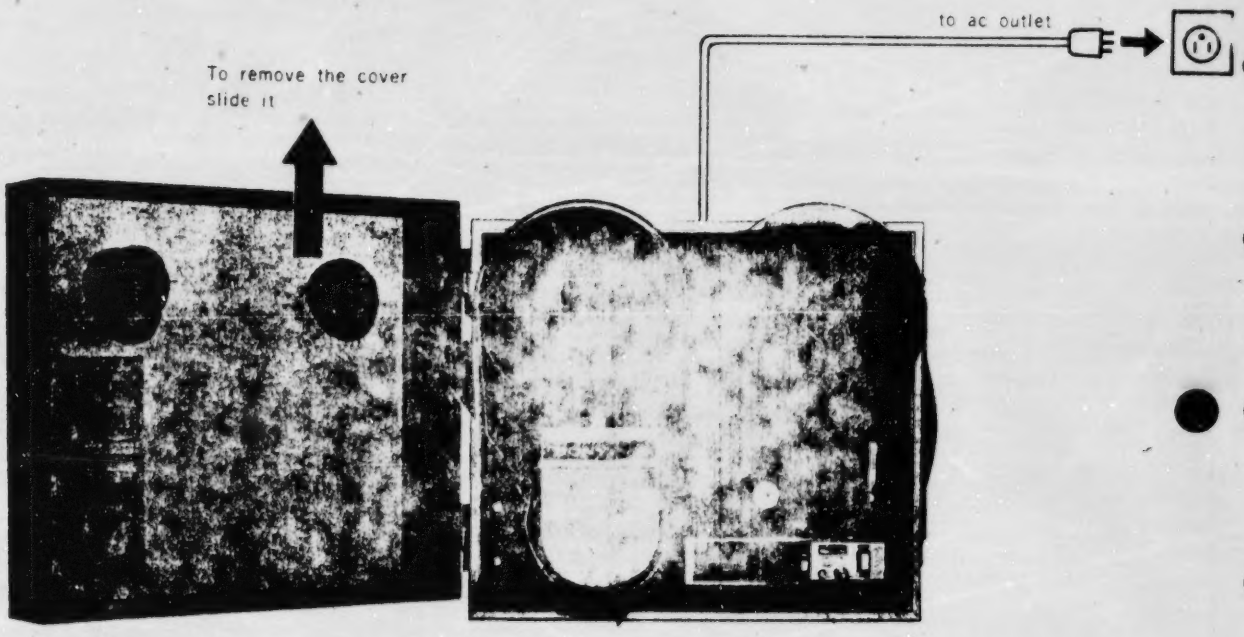

Video Monitor equipped with 8-pin connector

## CAMERA/LINE/TV Selector and connected equipments




When recording with a microphone, set the selector to CAMERA or LINE.

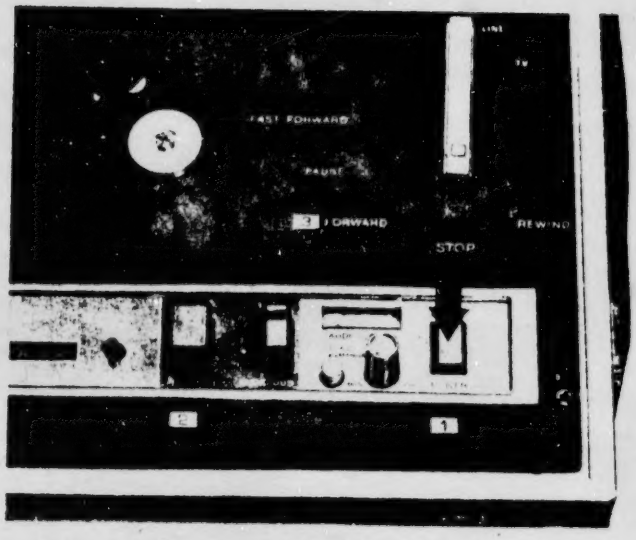
Open the cover of the Videocorder and remove it by sliding as illustrated.
Insert the female connector of the ac power cord (supplied) into the AC IN connector of the Videocorder and plug the cord into a convenient wall outlet.
Before threading the tape, be sure the Function Selector is in the STOP position. Use the same size tape reels for supplying and taking up the tape.




1. Place a full reel of tape on the supply reel spindle (left) and an empty reel on the take-up reel spindle (right).
2. Unwind approximately two feet from the full reel and thread it from left to right as illustrated. The outer side of the tape should face towards you.

NOTE: The rotary heads are very sensitive. Therefore, avoid any mechanical shock to these heads when threading or removing the tape.
Since the full width of tape is used for recording picture and sound, the tape cannot be reversed.

## RECORDING

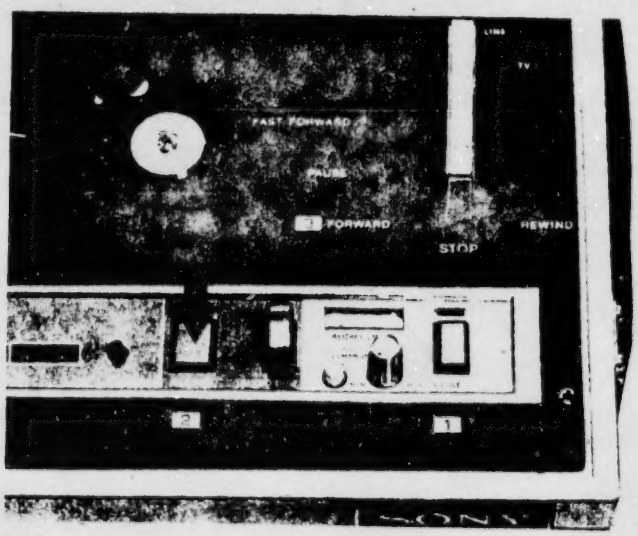



### Recording Preparation

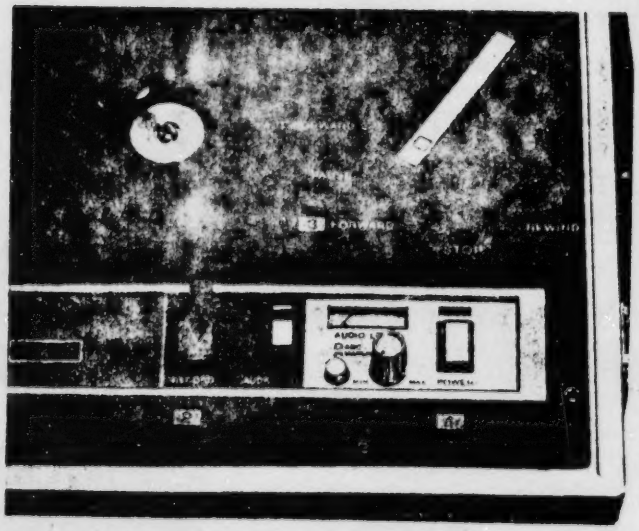
1. Complete the connections between the Videocorder, the monitor, and/or the camera. Refer to the connection diagram on page 6.
2. Thread a tape as explained on page 8, and set the tape counter to [000] by pushing the reset button.
3. Set the CAMERA/LINE/TV selector according to the input signal supplied.

### Recording Procedure

[1] Push the POWER switch to turn on the Videocorder. The pilot lamp will light indicating that the set is on. Turn on the connected components.




[2] Press the RECORD button of the Videocorder until it locks into position. The video heads will start to rotate and the red lamp above the RECORD button will light indicating that the Videocorder is ready for recording.
Adjust the controls on the monitor or the camera to get the best possible picture. Refer to the instructions supplied with the monitor and/or camera.



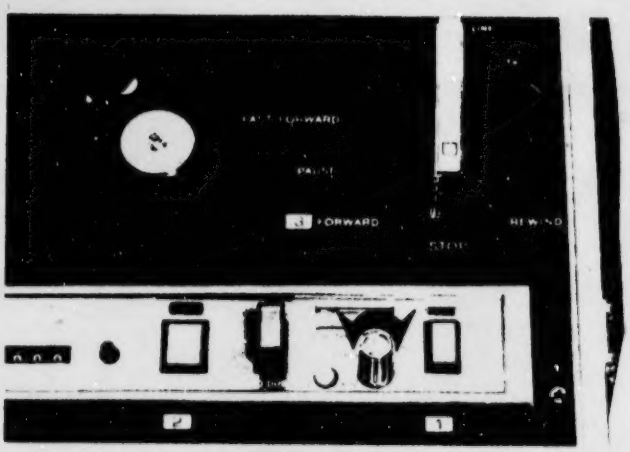
[3] To start recording, hold the RECORD button down and turn the Function Selector to FORWARD.
No adjustment of video or audio signal level is required with the SONY-AGC recording system. (The AGC/MANUAL button should be in the upper position.)

NOTE: While recording, the picture quality (contrast and brightness) of the monitor can be adjusted independently of the recording level.

Tape motion can be interrupted without releasing the RECORD button by setting the Function Selector to PAUSE.
When the recording is finished, set the Function Selector to STOP.

To rewind the tape, set the Function Selector to REWIND. For playback, refer to " PLAYBACK " on page 10.

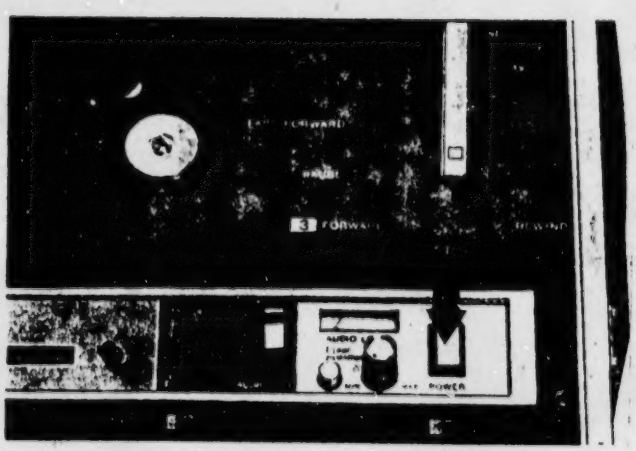
WARNING
Television programs, films, video tapes and other materials may be copyrighted. Unauthorized recording of such material may be contrary to the provisions of the copyright laws.



### Manual Audio Recording

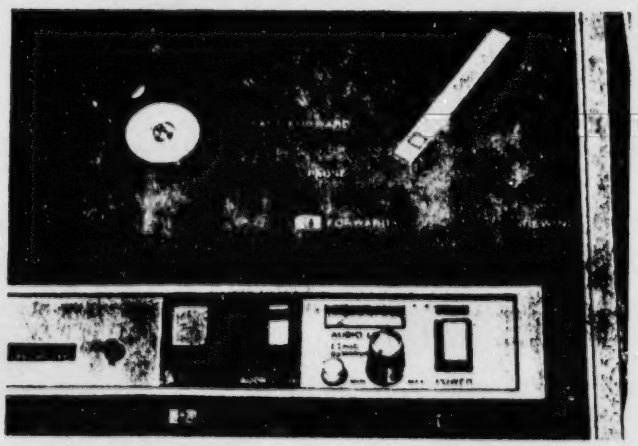
If the manual audio recording is desired, push the AGC/MANUAL button and turn the AUDIO LEVEL control knob so that the needle of the level meter does not swing past the red zone on sound peaks.

## PLAYBACK



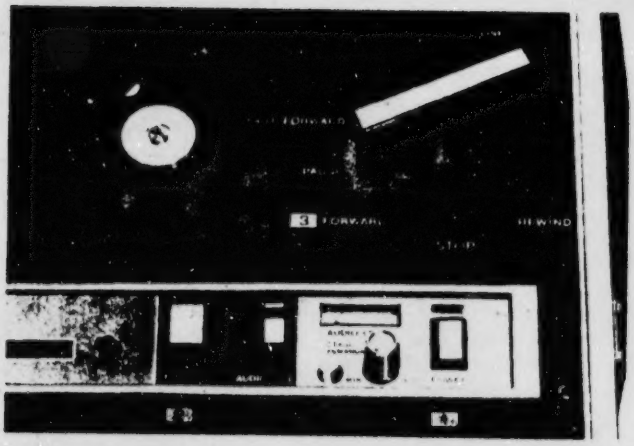
### Playback Procedure

1. Connect the monitor to the Videocorder. Thread a recorded tape onto the Videocorder.
2. Press the POWER switch to turn on the Videocorder. Turn on the monitor.



3. Set the Function Selector to the FORWARD position. The recorded picture may now be viewed on the monitor screen. Adjust the controls on the monitor to produce the best possible picture and sound. Refer to the instructions supplied with the monitor.

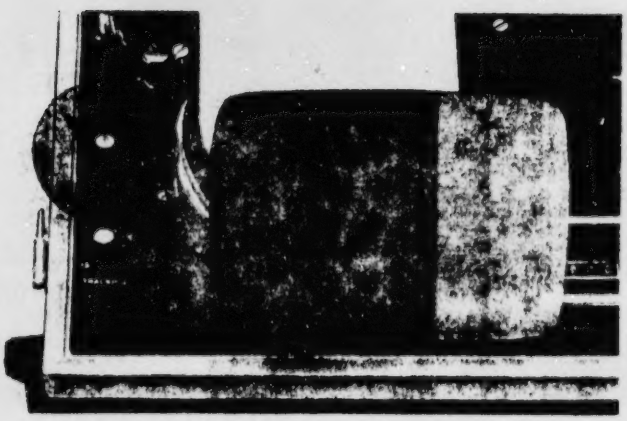
4. When you finish playing the tape, set the Function Selector to STOP.



## Still Playback

During playback, a stop-motion picture may be obtained by setting the Function Selector to PAUSE.

NOTE: The horizontal hold of a still-picture recorded by a random interlaced camera may be somewhat unstable. When perfect still-picture playback is required, a 2:1-interlaced camera should be used.

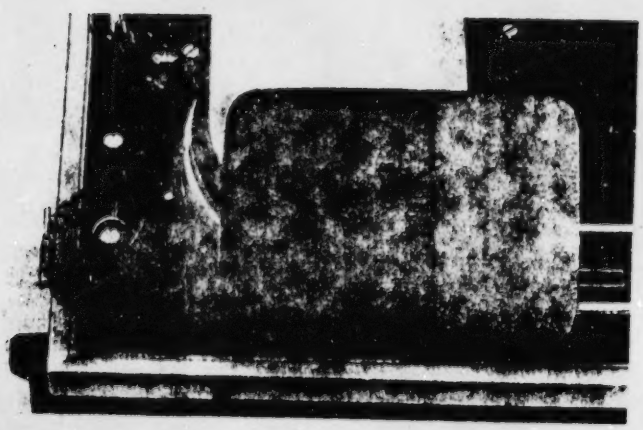


## Special Adjustments

The AV-3600 provides stable and clear pictures so that picture adjustments are usually not necessary. However, when a tape recorded on another AV-Series Videocorder is played back on the AV-3600 and picture distortion or noise appears on the screen, the following adjustments may be required.

### Tension Adjustment

Observe the playback picture on the monitor screen. Picture distortion in the upper part of the screen may be corrected by turning the SKEW control.
This knob automatically returns to its center position when the RECORD button is pressed.



### Tracking Adjustment

Noise in the picture due to improper tracking may be corrected by turning the TRACKING control. For normal playback, turn the knob fully counterclockwise to the FIX position.

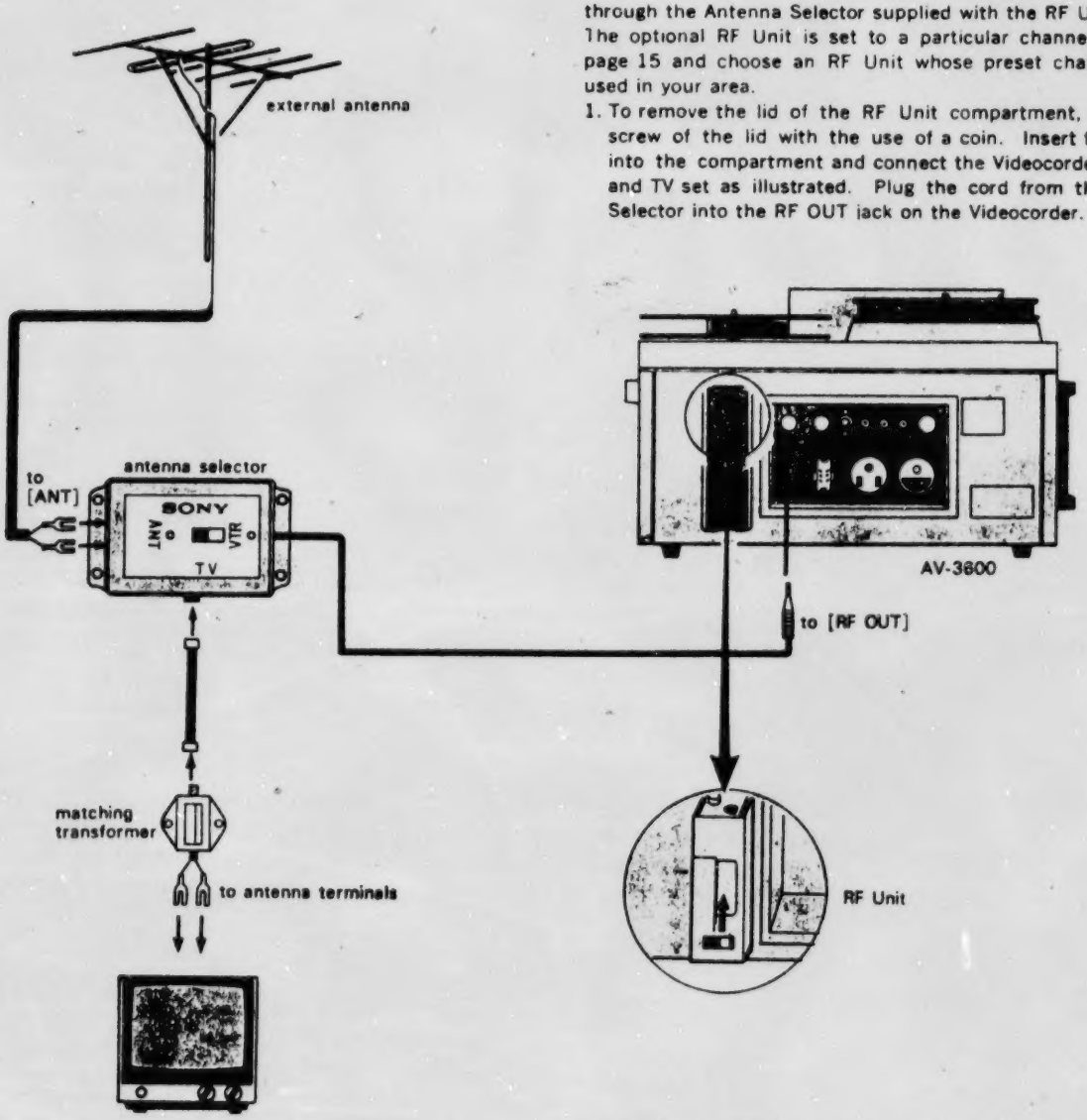
## PLAYBACK ON A CONVENTIONAL TV SET

The output signal of the Videocorder is converted to an ordinary TV (rf) signal by inserting the RF Unit which is available as an optional accessory.

The *rf* signal is fed to the antenna terminals of the TV set through the Antenna Selector supplied with the RF Unit.

The optional RF Unit is set to a particular channel. Refer to page 15 and choose an RF Unit whose preset channel is not used in your area.

1. To remove the lid of the RF Unit compartment, loosen the screw of the lid with the use of a coin. Insert the RF Unit into the compartment and connect the Videocorder, RF Unit, and TV set as illustrated. Plug the cord from the Antenna Selector into the RF OUT jack on the Videocorder.

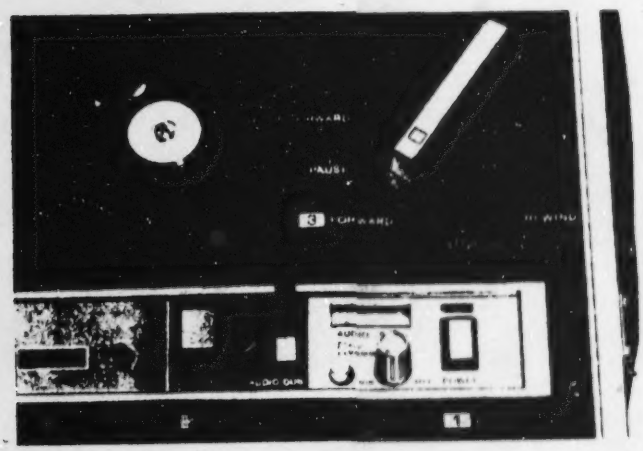



2. Set the ANT/VTR switch on the Antenna Selector to VTR.
   NOTE: When the Videocorder is not in use, set the switch to the ANT position and connect a 300-ohm external antenna to the antenna terminals of the Antenna Selector.
3. Set the TV channel selector to which the RF Unit is set.
   NOTE: An additional-channel RF Unit is available as an optional accessory.
4. Set the Videocorder to the playback mode.
5. Adjust the fine tuning knob of the TV set to get the best possible picture.

NOTE: When the RF Unit is not inserted, no output signal is available from the RF OUT jack.

CAUTION: Connection between the AV-3600 RF OUT terminal and antenna terminals of a TV receiver should be made as shown in theses instructions. Failure to do so may result in operation that violates the regulations of the Federal Communications Commission regarding the use and operation of *rf* devices.

## AUDIO DUBBING



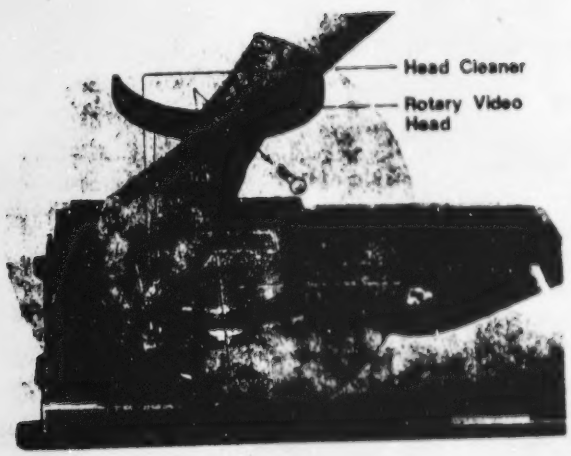
1. Connect a sound source to the proper input of the Videocorder; a microphone to MIC IN, or a tape recorder, record player, radio, etc. to AUX IN. Connect the monitor as described in the illustration on page 7.
   NOTE: When the microphone is connected, the AUX IN jack is automatically disabled.
2. Set the CAMERA/LINE/TV selector to CAMERA or LINE.
3. Thread and play the prerecorded tape.
4. When the desired portion for dubbing is reached, set the Function Selector to STOP.
5. To start dubbing, hold the AUDIO DUB button down and turn the Function Selector to FORWARD. While viewing the playback picture on the monitor, record the audio signals.
6. When the dub is completed, set the Function Selector to STOP.

NOTE: If the audio level is controlled manually, push the AGC/MANUAL button.

## ERASING

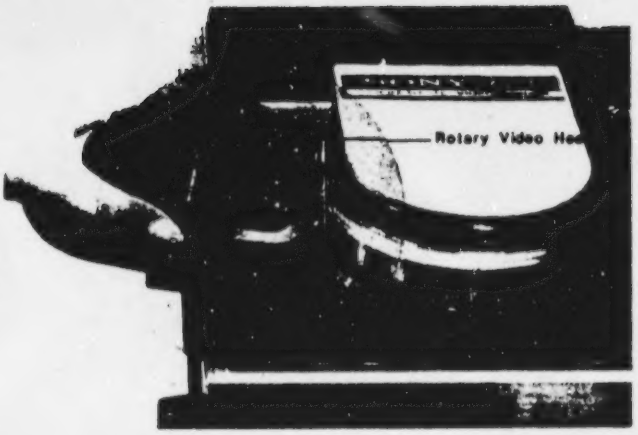
The erase head is energized in the record mode. Therefore, any time a new recording is made, the previous recording on the tape is automatically erased. Should you desire to erase tape without recording, run the tape in the record mode with no signal source connected. Hold down the RECORD button, and turn the Function Selector to FORWARD.
Bulk erasing may be accomplished using a bulk eraser for video tapes. This results in quick erasure of prerecorded pictures and sound.

## MAINTENANCE




### Cleaning the Video Heads

Turn off the power of the Videocorder. Loosen one screw on the head protector and remove the protector. Gently hold the edge of the rotary head with your fingertip to keep the head from moving. Moisten a head cleaner with cleaning fluid. Hold the tip of the head cleaner against the head and move the head cleaner from side to side.
NOTE: Never move the head cleaner vertically.



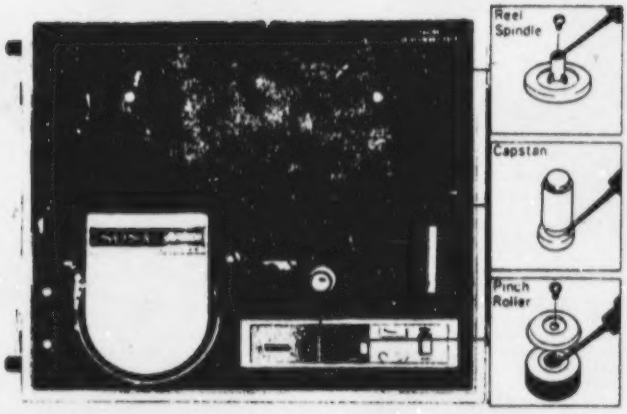

## Demagnetizing the Heads

Through constant use the heads may become slightly magnetized. This could cause a distorted picture or, in extreme cases, partial erasure of the tape. Heads may be demagnetized using a conventional audio head demagnetizer.
Be sure the head demagnetizer does not touch the rotary heads.

## Cleaning Tape Path

To maintain intimate contact between heads and tape, it is advisable to clean the tape path from time to time. Take a soft cloth and carefully wipe the portion over which the tape travels. If the deposits cannot be removed, dampen the cloth with cleaning fluid or denatured alcohol.

NOTE: Wipe the surface of the head drum with the cleaning fluid (supplied) before and after operating the set on or near the sea or in a location where acid or alkali gas is used.



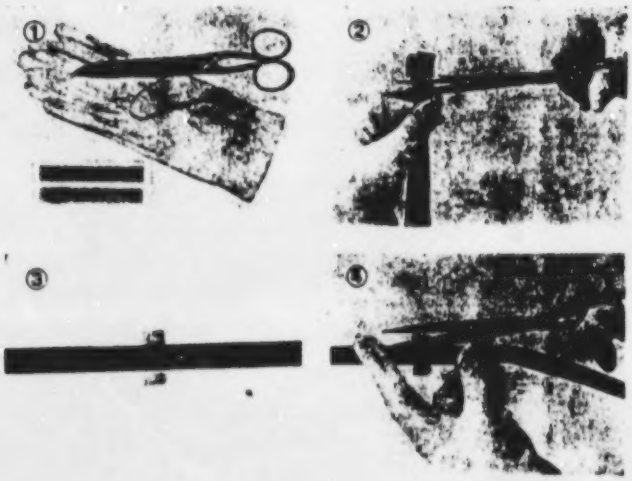

## Lubrication

After approximately 300 hours of use, the capstan, pinch roller, and reel spindles should be lubricated as illustrated. Oil should be applied sparingly. Use 3 or 4 drops of SONY Oil (supplied) on the capstan and pinch roller, and 1 or 2 drops on the reel spindle. Avoid excess lubrication which can cause damage to the mechanism or contamination of the tape. Make sure all excess oil is wiped off completely.

## Cleaning the Cabinet

If the cabinet or panel becomes dirty, clean it with the polishing cloth supplied. Never use solvents such as thinner or acetone for cleaning as damage to the cabinet or panel will result.

## SPLICING TAPE




①. Use the splicing tape supplied with the Videocorder.
Do not use regular audio splicing tape, as damage to rotary video heads may result.
②. Overlap the tape ends approximately ½ inch and make a cut across both tapes at right angles to the length of the tapes.
③. Align the ends carefully so that they fit together perfectly. Press a piece of splicing tape firmly over the outer sides of the ends. Make sure that the joint is firm. If any space is left between joints, the rotary heads may be damaged.
④. Trim the excess splicing tape slightly into the video tape so that edges are even.

## TECHNICAL SPECIFICATIONS

### General

| | |
|---|---|
| **Power requirements** | 120V±10%, 60Hz±0.5%, ac |
| **Power consumption** | approx. 60W |
| **Ambient temperature** | 32°F-105°F |
| **Tape pattern** | EIA Japan type-1 video tape recorder |
| **Video recording system** | Rotary two head helical scan, FM recording |

### Video Signals

| | |
|---|---|
| **Input** | 0.5-2V (p-p), 75Ω |
| **Output** | 1.0V (p-p), 75Ω |
| **Resolution** | more than 300 lines |
| **Signal-to-noise ratio** | better than 40dB |

### Audio Signals

| | |
|---|---|
| **Input** | MIC: -65dB, 600Ω, unbalanced |
| | AUX: 0dBs, high impedance, unbalanced |
| **Output** | LINE: 0dBs, 10kΩ, unbalanced |
| **Frequency response** | 80-10,000Hz |
| **Signal-to-noise ratio** | better than 40dB |

### RF Signals

| | |
|---|---|
| **Rf output** | 65dB±4dB, 75Ω (only when the RF Unit is inserted) |

### Tape Transport

| | |
|---|---|
| **Tape speed** | 7½ips±0.2% |
| **Wow and flutter** | less than 0.2% (RMS) |
| **Recording time** | more than 60 minutes with SONY Tape V 32 |
| **Rewind time** | within 7 mimutes with SONY Tape V-32 |

### Dimensions and Weight

| | |
|---|---|
| **Dimensions** | 15¾" (W)×9¾"(H)×13⅜"(D) |
| **Weight** | 33 lb |

### Accessories Supplied

**Reel, RH-7V**
**Head cleaner set**
**SONY oil**
**Ac power cord**
**SONY video tape, V-30**
**8-pin plug**
**Splicing tape**
**Polishing cloth**

### Optional Accessories

| | |
|---|---|
| **RF Units** | RFU-62FW (for CH-2) |
| | RFU-63FW (for CH-3) |
| | RFU-64FW (for CH-4) |
| | RFU-65FW (for CH-5) |
| | (Antenna Selector, ANS-6 is supplied.) |

Hz=cycles per second
U.S. Pat. No. 3175034, 3215772, 3431353

■ Design and specifications subject to change without notice.

Activity

The following items check your comprehension of the material in the information sheet, The Video System. These items require short, essay-type responses. Please respond fully, but briefly.

---

SELF-CHECK

1. Describe the relationship between the central component of the video system and the remaining components.

2. Describe the procedures that you would follow in an attempt to most efficiently set-up and operate a video system.

3. Explain why arranging the physical setting is important, prior to video system operation.

Feedback Compare your written response on the Self-Check with the Model Answers given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same major points.

---

MODEL ANSWER

1. The central component of the video system is the VTR. It is at the VTR that both audio and video signals are integrated, facilitating fully automatic recording and playback of both picture and sound.

   The camera and microphone receive video and audio images simultaneously and transmit these images, through the appropriate connectors, to the VTR for recording.

   During playback, the monitor receives these recorded images, through the appropriate connectors, facilitating the viewing of these images.

2. Safety would become the guiding light in setting up and operating a video system. Careful study of the specific Manufacturer's Operating Instructions Manual would be a prerequisite to video system set-up and operation. A good basic understanding of all video components and accessories, maintenance procedures, correct cable connections, proper threading, recording, and related procedures is easily accessible through the study of the manuals. This understanding would greatly enhance the safety of the performance, therefore insuring the most efficient set-up and operation of the video system.

3. Arranging the physical setting, prior to the operation of the video-system, is important because it contributes to the overall quality of the taped performance. 12

Adjusting ventilation, noise, and light levels whenever possible, is important to the quality of audio and video signals being taped.

Eliminating obstructions not pertinent to the performance, such as tables, chairs, teaching aids, etc., will improve the physical setting, enhancing the quality of the tape.

Careful placement of pertinent teaching aids and students, to improve the physical setting, also contributes to quality taping.

Finally, placing the video system out of the physical setting, but in the best possible position to capture as much as possible within the setting, will greatly add to the quality of the taped performance.

LEVEL OF PERFORMANCE: Your completed Self-Check should have covered the same major points as the Model Answers. If you missed some points or have questions about additional points you made, review the material in the information sheet, The Video System, pp. 17-37, or check with your Resource Person.

Optional Activities ⇨ You may wish to have your Resource Person provide a video system for your use in practicing video system set-up and operation.

You may wish to review PBTE Module C-27 - Present Information with Televised and Videotaped Materials.

## LEARNING EXPERIENCE III

Enabling Objective After completing the required reading, demonstrate your ability to plan a demonstration to instruct others in the set-up and operation of a video system.

Activity You will be reading the information sheet, Planning a Demonstration in Video System Set-Up and Operation, pp. 43-45.

Optional Activity You may wish to interview an experienced Resource Person concerning planning a demonstration in video system set-up and operation.

Activity You will be writing a plan to instruct others in the set-up and operation of a video system.

Feedback You will be evaluating your ability to plan a demonstration to instruct others in the set-up and operation of a video system, by comparing your written plan with the Model Plan, pp. 47-50.

Optional Activity You may wish to review Performance-Based Teacher Education Module C-16 - Demonstrate a Manipulative Skill.

Activity For information concerning planning a demonstration on video system set-up and operation, read the following information sheet.

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PLANNING A DEMONSTRATION IN VIDEO SYSTEM SET-UP AND OPERATION

Video system set-up and operation are skills that are highly manipulative in nature. Experience shows that the demonstration is a basic and popular method of presenting manipulative skills. Learners observing a teacher demonstrating a manipulative skill can observe the step-by-step procedures involved, and hear explanations of key points involved in performing each step.

However, without proper planning, the demonstration can prove to be very unproductive. If learners cannot see or hear all that is being demonstrated, if key points or steps are omitted, if equipment or materials are unavailable, then the value of the demonstration is lost.

Preparing a plan of action, therefore, becomes the initial step in demonstrating a manipulative skill. Generally, this plan is thought to consist of four basic steps. These are: Preparation - preparing and motivating learners, Presentation - sequence of steps accompanied by key points for each, Application - practice by learners under close supervision, and Testing - performance of the skill, by the learner, to acceptable standards.

Following is a model lesson plan format often used in the demonstration of manipulative skills.

## MODEL LESSON PLAN FORMAT: MANIPULATIVE SKILL

Unit _____

Lesson _____

JOB (or operation):

AIM (or purpose):

TOOLS AND EQUIPMENT:

MATERIALS:

TEACHING AIDS:

REFERENCES:

I. PREPARATION (of the learner)

II. PRESENTATION (of the skills):

| Operations or Steps | Key Points (things to remember to do or say) |
|---|---|

III. APPLICATION (practice by learner under close supervision)

IV. TEST (performance of skill to acceptable standards)

Suggested Reading for Student:

Optional Activity At this time, you may wish to interview an experienced Resource Person concerning a plan for demonstrating video system set-up and operation.

Activity Develop a plan of action for demonstrating video system set-up and operation.

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**Feedback** ◀ Compare your written plan with the Model Plan given below. Your plan need not exactly duplicate the Model Plan; however, you should have covered the same major points.

---

MODEL PLAN

JOB (or operation): Set-Up and Operate A Video System

AIM (or purpose): to help learners achieve the skills necessary to set up and operate a video system successfully.

TOOLS AND EQUIPMENT: 3 complete video systems, take-up reels for each system, video tapes.

MATERIALS: None

TEACHING AIDS: blackboard, information sheet - operations and key points.

REFERENCES: specific Manufacturer's Operating Instructions for each component of the video system.

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I. PREPARATION (of the student)

The use of video feedback is an essential component of CBTE programs. It provides the most feasible means for self-evaluation of microteaching skills attempted by the learner. Competency in the areas of video system set-up and operation provide a learner with the basic skills necessary to tape these performances.

A learner must learn how to set up and operate the video system properly if he/she is to be successful in CBTE.

II PRESENTATION (of the skills):

| Operations or Steps | Key Points |
|---|---|
| Review all safety points concerning set-up and operation | Electrical Safety Points<br>Handling Safety Points |
| Identification of all components and accessories | Check that all are present:<br>Components - VTR, monitor, camera, lens, and microphone.<br>Accessories - tripod, 8 prong cable AC powercord, camera cable, 75 ohm coaxial cable. |
| Proper cleaning of audio and video heads | Why? Learners provide rationale. Refer to VTR lid for correct procedure. |
| Cable connections between VTR and monitor | Must be according to manufacturers specifications. Why? Refer to Operating Manual. |
| Camera, lens attached, placed on tripod then cable connections between VTR and camera | Screw on lens, camera attachment to tripod. (same as above) |
| Connect microphone to VTR | (Same as above) |
| Connect all equipment to a power source | Refer back to safety. |

| | |
|---|---|
| Set controls on automatic | Camera, VTR, Monitor |
| Proper threading of VTR | Refer to lid of VTR or Operator's Manual. |
| Arrange physical setting for video system use | Why? Noise level, light, obstructions, teaching aids, students, position of video system. |
| Precheck audio level | How and Why? |
| Precheck video level | How and Why? |
| Focus the camera | How and Why? |
| Operation of all equipment | Refer to Operator's Manual. Monitor, VTR - record, rewind, playback, pause, fast forward, audio and visual dubbing, special adjustments. |
| Proper disassembly of equipment | Refer back to Safety |
| Proper cleaning of equipment | Refer to Operator's Manual |
| Proper storage of equipment | Refer to Operator's Manual |

III. APPLICATION (practice by learners under close supervision)

Divide learners into three groups. Using the video systems provided, practice video system set-up and operation. Refer to Operator's Manual. Clarify any problems with instructor.

IV. TEST (performance of skill to acceptable standards)

Learners will correctly set up and operate the video system to the standards set in the demonstration. Instructor will evaluate each individual's performance.

Suggested Reading for Student:

Specific Operator's Manuals for all components

LEVEL OF PERFORMANCE

Your completed plan should have covered the same major points as the Model Plan. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Planning A Demonstration In Video System Set-Up and Operation, pp. 43-45, or check with your Resource Person if necessary.

Optional Activity ⇨ You may wish to review Performance-Based Teacher Education Module C-16, Demonstrate a Manipulative Skill.

## LEARNING EXPERIENCE IV

Enabling Objective

In a simulated situation, instruct others to set-up and operate a video system.

Activity

You will be video taping your performance in instructing peer Resource Persons in the set-up and operation of a video system.

Feedback

Your competency in demonstrating your ability to instruct others in the set-up and operation of a video system will be evaluated by your peers and/or your Resource Person, using the Lesson Presentation Checklist, pp. 54-55.

Activity

Identify four Resource Persons to role play learners. Video tape your performance in instructing these Resource Persons in Video System Set-Up and Operation.

Feedback

Your competency in demonstrating your ability to instruct others in video system set-up and operation will be evaluated by your peers and/or your Resource Person, using the Lesson Presentation Checklist, pp. 54-55. Provide copies of the Lesson Presentation Checklist to each peer and/or your Resource Person before making your presentation, in order to insure that each knows what to look for in your lesson. However, indicate that all checklists are to be completed <u>after</u> the lesson is finished.

LESSON PRESENTATION CHECKLIST

DIRECTIONS: Place an "X" in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an "X" in the N/A box.

---

| In instructing others to set-up and operate a video system, the Resource Person: | LEVEL OF PERFORMANCE | | | |
|---|---|---|---|---|
| | N/A | NO | PARTIAL | FULL |
| 1. had all equipment and materials ready for use..... | [ ] | [ ] | [ ] | [ ] |
| 2. directed the instruction to the students..... | [ ] | [ ] | [ ] | [ ] |
| 3. utilized student cues to make the demonstration effective..... | [ ] | [ ] | [ ] | [ ] |
| 4. performed the demonstration in clear view of those in attendance..... | [ ] | [ ] | [ ] | [ ] |
| 5. pointed out the safety procedures to be followed in the set-up and operation..... | [ ] | [ ] | [ ] | [ ] |
| 6. set up and operated equipment according manufacturer's recommendations..... | [ ] | [ ] | [ ] | [ ] |
| 7. pointed out routine maintenance proceedings to those in attendance..... | [ ] | [ ] | [ ] | [ ] |
| 8. provided time for the interns to practice what had been demonstrated..... | [ ] | [ ] | [ ] | [ ] |
| 9. summarized the demonstration..... | [ ] | [ ] | [ ] | [ ] |
| 10. solicited feedback from students to evaluate their understanding of the demonstration..... | [ ] | [ ] | [ ] | [ ] |
| 11. cleaned, disassembled, and safely stored the equipment..... | [ ] | [ ] | [ ] | [ ] |

LEVEL OF PERFORMANCE: All items must receive FULL or N/A responses. If any item receives a NO or PARTIAL response, the teacher and Resource Person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

## LEARNING EXPERIENCE V

Terminal Objective

In an actual program situation, instruct others to set up and operate a video system.

Activity

As you conduct your activities as a Resource Person, you will be required to instruct others to set up and operate a video system. As you are approaching this point, determine the approximate day you will be performing this skill for evaluation. Arrange to video tape this performance. Your Resource Person may want you to submit a written plan of your activity before you present it.

Feedback

Arrange in advance to have your Resource Person review your video taped performance. Your total competency will be assessed by your Resource Person, using the Resource Person Assessment Form, p. 57-58. Based upon the criteria specified in the assessment instrument, your Resource Person will determine whether you are competent in instructing others to set up and operate a video system.

RESOURCE PERSON ASSESSMENT FORM

Instruct Others To Set Up And Operate A Video System

DIRECTIONS: Indicate the level of the Resource Person's accomplishment by placing an "X" in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an "X" in the N/A box.

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| When instructing others to set up and operate a video system, the Resource Person: | LEVEL OF PERFORMANCE | | | | | |
|---|---|---|---|---|---|---|
| | N/A | NONE | POOR | FAIR | GOOD | EXCELLENT |
| 1. had all equipment and materials ready for use..... | | | | | | |
| 2. directed the instruction to the students..... | | | | | | |
| 3. utilized student cues to make the demonstration effective..... | | | | | | |
| 4. performed the demonstration in clear view of those in attendance..... | | | | | | |
| 5. pointed out the safety points involved in the set-up and operation..... | | | | | | |
| 6. set up and operated equipment according to manufacturer's recommendations..... | | | | | | |
| 7. pointed out routine maintenance proceedings to those in attendance..... | | | | | | |
| 8. provided time for the interns to practice what had been demonstrated..... | | | | | | |

| | LEVEL OF PERFORMANCE | | | | | |
|---|---|---|---|---|---|---|
| | N/A | NONE | POOR | FAIR | GOOD | EXCELLENT |
| 9. summarized the demonstration..... | | | | | | |
| 10. solicited feedback from students to evaluate their demonstration..... | | | | | | |
| 11. cleaned, disassembled, and safely stored the equipment..... | | | | | | |

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the Resource Person trainee and his/her Resource Person should meet to determine what additional activities the trainee needs to complete in order to reach competency in the weak area(s).

# ABOUT USING RESOURCE PERSON MODULES

## ORGANIZATION

Each module is designed to help you gain competency in a particular skill area considered important to success when functioning as a Resource Person. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should enable you to achieve the terminal objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill when functioning in the role of the Resource Person.

## PROCEDURES

Modules are designed to allow you to individualize your preparation program. You need to complete only those modules covering skills which you do not already possess. Similarly, you need not complete any learning experiences within a module if you already have the skill needed to complete it. Therefore, before taking any module you should carefully review (1) the introduction (2) the objectives listed (3) the overview preceeding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

That you do not have the competencies indicated and should complete the entire module.

That you are competent in one or more of the enabling objectives leading to the final learning experience, and thus can omit that (those) learning experience(s).

That you are already competent in this area and ready to complete the final learning experience in order to **Test Out**.

That the module is inappropriate to your needs at this time.

When you are ready to take the final learning experience and have the opportunity to function in the role of Resource Person, make the necessary arrangements with your Resource Person. If you do not complete the final experience successfully, meet with your Resource Person and arrange (1) to repeat the experience (2) complete (or review) previous sections of the module or other related activities suggested by your Resource Person before attempting to repeat the final experience.

# TITLE OF MODULES IN RESOURCE PERSON SERIES

- Conduct A CBTE Orientation Program
- Register Learners For CBTE Programs
- Provide Administrative Services
- Establish And Maintain Records In The VITAL Management Information System
- Select Appropriate Modules
- Conduct An Observation Session
- Conduct A Helping Conference
- Assist Learners In Obtaining The Various Vocational Instructional Certificates Issued In Pennsylvania
- Facilitate A Council Of Educators' Review
- Evaluate A Product Or Process Type Teaching Performance
- Monitor The Progress Of A Resident Resource Person
- Conduct A Small Group Meeting
- Instruct Others To Set-Up And Operate A Video System

For information regarding the availability of these modules, contact-

**VEIN**
Vocational Education Resource Services
Stayer Research and Learning Center
Millersville State College
Millersville, PA 17551